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ABSTRACT

Test performance statistics and subsequent academic achievement data for Los Angeles City College (LACC), California, students entering in the fall of 1969 are reported in this study. The test performance statistics provide a relative comparison between achievement on the School and College Ability Test (SCAT), the Form 1A Reading Comprehension: Cooperative Reading Test (reading and vocabulary), and an essay constructed by members of the LACC English Department. Data are arrayed in terms of both the entire test population and sub-groups of males, females, students from predominantly Black high schools, and students from foreign high schools. Observations concerning performance by individual sub-groups are included, along with correlation findings of .63, .88, and .79 between the SCAT, and the essay, vocabulary, and reading tests respectively. Subsequent studies will report on examinations (excluding SCAT) given in the spring of 1970, along with attempts to measure student opinion of the examination procedure. [Not available in hard copy due to marginal legibility of original document.] (JO)

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LOS ANGELES CITY COLLEGE

"THE FALL, 1969 GUIDANCE EXAMINATION: A REPORT ON SOME PROPOSED NEW TESTS"

Research Study #70-3

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UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

"THE FALL, 1969 GUIDANCE EXAMINATION: A REPORT ON SOME PROPOSED NEW TESTS"

PURPOSE OF THE STUDY

For over twenty years, L.A.C.C. has required its entering day students to take an "aptitude" test as a part of the college admission procedure. The purpose of the test had been to provide current measures of the student's skills in communications and arithmetic. Results of the test have been used in essentially three ways:

(1) as a counseling tool for use of the student and professional counselor as they discuss his educational and vocational plans.
(2) as a placement device for courses in English, Speech, and Communications.
(3) as a statistical base for comparing characteristics of groups of entering students.

In addition, the test administrations have been used by the counselors as group orientation sessions to explain details of application, registration and enrollment procedures, and to offer general suggestions regarding success in college.

Selection and administration of the instruments, together with scoring, recording, and implementing procedures, have been the responsibility of the L.A.C.C. Counseling Center. Selection of instruments has involved considerations, in addition to those of reliability and validity, of finances (no fee can be charged), speed of scoring and recording (for placement purposes), time (a two hour period was considered maximum), and logistics (7,000-8,000 students tested each year). Students have been given a schedule of test dates and advised to appear at the date of their choice. Usually nine or ten administrations have been scheduled for Fall admission (May to early September) and four to five for Spring admission (November to January). 400 to 700 applicants generally appeared for each administration.

About two years ago, some concerns about the examination were expressed by certain faculty and students, questioning the appropriateness of the examination procedure. In response to these expressed concerns, the Grading and Standards Committee recommended that "a task force of qualified members of the College staff be appointed to evaluate the SCAT examination and consider other methods and test instruments for placement of students entering Los Angeles City College." The College Executive Committee approved this recommendation in April, 1969, and the 15 member Task Force was created, chaired by the Dean of Instruction, with other members selected because of their duties or interest relating to the examination.

After considerable discussion, the Task Force recommended a set of guidelines (see Appendix A), major provisions of which were that the test should be called the Guidance Examination, it should be required for all entering students but not used to place a student on probation or provisional status, the SCAT should be replaced as the instrument after Fall, 1969, efforts should be made to reduce student apprehensions, and the test should be used for the twofold purpose of placement in English/Speech/Communications and individual guidance. English instructors were to select instruments for use in conjunction with the SCAT in Fall, 1969 so that some relevant data could be collected. These recommendations were approved by the College President and implemented in the Summer of 1969.

The purpose of this study is to report on data collected during the Fall, 1969 test administrations and on Fall, 1969 academic performance of the students tested. Subsequent studies will report on examinations given in Spring, 1970 and attempts to measure student opinion of the examination procedure.

PROCEDURE OF THE STUDY

All day students entering in Fall, 1969 were administered the SCAT (School and College Ability Test) and placements were recommended on the same basis as in previous recent years: (1) those scoring above a raw score of 27 on the Verbal part (about the 35th national college freshman percentile) were recommended for English 1; (2) those scoring 27 or below on the Verbal but 38 or above on Total raw score were recommended for English 21 or English 40; (3) those scoring below 38 on the Total raw score (about the 10th national percentile) were recommended for Communications 20.

In addition, three new tests were administered, as per the schedule below, for data collecting purposes only:

	SCAT EXAMINATIONS		ADDITIONAL TEST
1.	Saturday, May 24,	9 a.m.	None
2.	Saturday, June 7	9 a.m.	None
3.	Thursday, July 10	3 p.m.	None
4.	Saturday, July 19	9 a.m.	Essay
5.	Saturday, August 2	9 a.m.	Vocabulary
6.	Thursday, August 14	3 p.m.	None
7.	Wednesday, August 20	9 a.m.	Reading
8.	Thursday, September 4	9 a.m.	None

The special essay test* was designed and scored by two members of the English Department faculty. The Vocabulary and Reading instruments were selected by these faculty members to be the two sections of the Form 1A Reading Comprehension Cooperative English Test. Following the Task Force recommendations, time restrictions were not adhered to, thus making invalid the application of publisher's norms. The Essay tests were read by the instructors and marked according to their recommendation for English placement. Results were coded as follows:

* See Appendix B

Code	Recommendation
9	English 1
8	English 1 possibly English 21
7	English 21 possibly English 1
6	English 21
5	English 21 possibly English 40
4	English 40 possibly English 21
3	English 40
2	English 40 possibly Communications 20
1	Communications 20 possibly English 40
0	Communications 20

A few students' essays showed lack of writing ability due to obvious foreign backgrounds and were recommended for English 44. These students are not included in the study.

Vocabulary and Reading raw scores were recorded, each ranging from a minimum of zero to a maximum of 60.

With the cooperation of the Data Center and Mr. Glenn James of the Mathematics Department, IBM cards were punched and a program written to produce the findings of the next section.

FINDINGS

Table 1 presents statistics concerning the 400 students tested on July 19. These students took the SCAT examination, obtaining a Verbal score (raw score 0-60) a Quantitative score (raw score 0-50) and a Total score (raw score 0-110), and also wrote an essay. Presented in the Table are mean raw scores and standard deviations for the 3 SCAT scores, mean and standard deviation for the essay, according to the code listed above, and correlation coefficients relating the 3 SCAT measures to the essay measures. Information is presented for the entire group and for subgroups of males, females, students from predominantly Black high schools*, and students from foreign high schools. Table 2 presents similar information for the group who took the Cooperative Vocabulary test, and Table 3 the

* Manual Arts, Jefferson, Fremont, Gordan, Washington

FINDINGS (continued)

group who took the Cooperative Reading Test. Table 4 presents weighted SCAT mean scores for all three groups combined, together with comparable figures for all students taking the SCAT for Fall, 1969 admission. Tables 5 and 6 present Fall, 1969 enrollment and English performance statistics for the three groups taking the special tests. Figure 1 indicates national college freshman percentile ranking on SCAT for the various groups.

Table 7 presents some comparative performance statistics for the complete groups who took the tests and those who enrolled and persisted throughout the semester. Table 8 permits comparison of distribution in English classes and grade point average (in English) of the "experimental" group with Fall, 1969 all-college figures.

TABLE 1 - Performance on SCAT and Essay

		ALL	MALES	FEMALES	BLACKS	FOREIGN
	Number	400	220	180	42	37
	SCAT V	29.5	31.0	27.8	23.0	24.7
Mean	SCAT Q	25.4	28.2	22.0	20.0	25.3
Raw	SCAT T	54.9	59.2	49.7	43.0	50.0
Score	Essay	5.29	5.39	5.17	4.86	2.59
	SCAT V	12.0	11.7	12.2	8.1	12.0
Standard	SCAT Q	11.1	11.2	10.1	9.8	12.5
Deviation	SCAT T	20.4	20 1	19.6	16.5	21.6
	Essay	2.55	2.49	2.64	2.21	2.85
	V - Q	0.55	0.54	0.53	0.69	0.55
Correlation	V - T	0.89	0.88	0.90	0.90	0.88
Coefficient	Q - T	0.87	0.87	0.85	0.93	0.88
	V - E	0.63	0.59	0.67	0.55	0.52
	Q - E	0.40	0.41	0.42	0.31	0.36
	T - E	0.59	0.57	0.63	0.46	0.50

TABLE 2 - Performance on SCAT and Cooperative Vocabulary

		ALL	MALES	FEMALES	BLACKS	FOREIGN
	Number	448	247	201	41	36
Mean Raw Score	SCAT V	29.8	30.7	28.7	19.7	21.4
	SCAT Q	24.1	26.5	21.2	14.9	24.9
	SCAT T	53.9	57.2	49.9	34.6	46.2
	Vocabulary	29.0	29.8	28.0	19.1	23.4
Standard Deviation	SCAT V	12.5	12.6	12.3	7.8	11.4
	SCAT Q	11.3	11.6	10.2	7.5	12.7
	SCAT T	20.9	21.1	20.0	12.3	19.5
	Vocabulary	11.6	11.5	11.8	8.3	13.0
Correlation Coefficient	V - Q	0.55	0.52	0.58	0.29	0.31
	V - T	0.89	0.88	0.91	0.81	0.78
	Q - T	0.87	0.86	0.87	0.80	0.83
	V-Vocabulary	0.88	0.87	0.88	0.72	0.82
	Q-Vocabulary	0.50	0.47	0.53	0.41	0.28
	T-Vocabulary	0.79	0.78	0.82	0.70	0.66

TABLE 3 - Performance on SCAT and Cooperative Reading

		ALL	MALES	FEMALES	BLACKS	FOREIGN
	Number	445	252	193	46	39
Mean Raw Score	SCAT V	29.4	29.1	29.7	23.6	22.7
	SCAT Q	24.0	25.8	21.6	16.1	23.7
	SCAT T	53.3	54.8	51.3	39.7	46.4
	Reading	31.0	31.0	31.0	24.7	25.3
Standard Deviation	SCAT V	12.1	12.1	12.2	9.8	13.7
	SCAT Q	11.5	11.8	10.8	9.7	12.1
	SCAT T	21.0	21.3	20.5	17.4	22.7
	Reading	11.7	11.5	11.9	9.6	14.9
Correlation Coefficient	V - Q	0.58	0.60	0.58	0.60	0.55
	V - T	0.89	0.90	0.90	0.90	0.90
	Q - T	0.88	0.89	0.87	0.89	0.86
	V - R	0.79	0.79	0.79	0.72	0.81
	Q - R	0.65	0.66	0.66	0.62	0.62
	T - R	0.81	0.81	0.82	0.75	0.82

TABLE 4 - Mean Raw Scores for SCAT, All Groups

		Essay Group	Vocabulary Group	Reading Group	All Three Groups	All Fall, 1969
ALL	Number	400	448	445	1293	4434
	V	29.5	29.8	29.3	29.5	29.3
	Q	25.4	24.1	24.0	24.5	25.5
	T	54.9	53.9	53.3	54.0	54.8
MALES	Number	220	247	252	719	2294
	V	31.0	30.7	29.1	30.2	29.9
	Q	28.2	26.5	25.8	26.8	27.4
	T	59.2	57.2	54.8	57.0	57.3
FEMALES	Number	180	201	193	574	2140
	V	27.8	28.7	29.7	28.8	28.7
	Q	22.0	21.2	21.6	21.6	23.4
	T	49.7	49.9	51.3	50.3	52.1
BLACKS	Number	42	41	46	129	450
	V	23.0	19.7	23.6	22.2	21.1
	Q	20.0	14.9	16.1	17.0	17.9
	T	43.0	34.6	39.7	39.2	39.0
FOREIGN	Number	37	36	39	112	303
	V	24.7	21.4	22.7	22.9	23.4
	Q	25.3	24.9	23.7	24.6	25.8
	T	50.0	46.2	46.4	47.5	49.3

TABLE 5 - Fall, 1969 Enrollment Statistics for "Experimental" Groups

	Essay Group	Vocabulary Group	Reading Group	TOTAL
Original number taking test	400 (100%)	448 (100%)	445 (100%)	1293 (100%)
No. who failed to register	120 (30%)	99 (22%)	98 (22%)	317 (25%)
No. who withdrew before 5th week	37 (9%)	87 (19%)	79 (18%)	203 (16%)
No. who withdrew after 5th week	27 (7%)	18 (4%)	15 (3%)	60 (5%)
No. who completed semester	216 (54%)	244 (54%)	253 (57%)	713 (55%)
No. who registered in English*	74 (19%)	88 (20%)	58 (13%)	220 (17%)
No. who completed English*	64 (16%)	77 (17%)	55 (12%)	196 (15%)

* Includes English 1, 21, 40 and Communications 20

TABLE 6 - Performance Statistics for "Experimental" Group Students Who Completed English

		Comp. Engl. 1	Comp. Engl.21	Comp. Engl.40	Comp. Comm.20	All Engl.	Total Group	All F'69 Entrants
Essay Group	Number	19	8	24	13	64	400	
Means	SCAT V(V)	38.0	22.8	21.6	21.8	26.7	29.5	
	SCAT Q(Q)	31.0	21.2	29.3	15.7	26.0	25.4	
	SCAT T(T)	69.0	44.0	50.9	37.5	52.7	54.9	
	Essay (E)	6.47	5.00	3.75	4.62	4.89	5.29	
	Engl. Grade (G)	2.00	1.75	2.58	2.15	---	---	
	Overall(GPA)	2.22	2.05	2.24	1.95	2.15	---	
Correlation	E - G	0.03	0.57	0.43	0.50	---	---	
Vocabulary Group	Number	23	16	21	17	77	448	
Means	SCAT V(V)	37.0	22.6	18.9	18.9	25.1	29.8	
	SCAT Q(Q)	27.3	19.4	23.8	11.3	21.1	24.1	
	SCAT T(T)	64.3	42.0	42.7	30.2	46.2	53.9	
	Vocabulary (Voc)	35.9	24.7	23.2	19.2	26.4	29.0	
	Engl. Grade (G)	2.30	1.69	2.67	2.35	---	---	
	Overall(GPA)	2.14	2.01	2.34	2.30	2.20	---	
Correlation	Voc-G	0.31	0.33	0.23	0.46	---	---	
Reading Group	Number	15	11	20	9	55	445	
Means	SCAT V(V)	40.8	23.5	22.8	15.3	26.6	29.3	
	SCAT Q(Q)	32.1	20.4	25.7	11.9	24.1	24.0	
	SCAT T(T)	72.9	43.9	48.5	27.2	50.7	53.3	
	Reading (R)	42.3	23.6	27.4	20.0	29.5	31.0	
	Engl. Grade (G)	2.47	1.27	2.20	2.44	---	---	
	Overall(GPA)	2.65	1.82	1.94	2.09	2.13	---	
Correlation	R - G	0.07	0.64	0.48	0.50	---	---	
All Groups	Number	57	35	65	39	196	1293	4434
Means	SCAT V	38.3	22.9	21.1	19.0	26.0	29.5	29.3
	SCAT Q	29.8	20.1	26.4	12.9	23.5	24.5	25.5
	SCAT T	68.1	43.0	47.5	31.9	49.5	54.0	54.8
	Engl. Grade (G)	2.24	1.57	2.49	2.30	---	---	---
% of Total Group completing English		4.4%	2.7%	5.0%	3.0%	15.2%	(100%)	
Collegewide English GPA		2.17	1.91	2.42	2.26			

FIGURE 1 - National Percentile Rankings for SCAT Mean Raw Scores

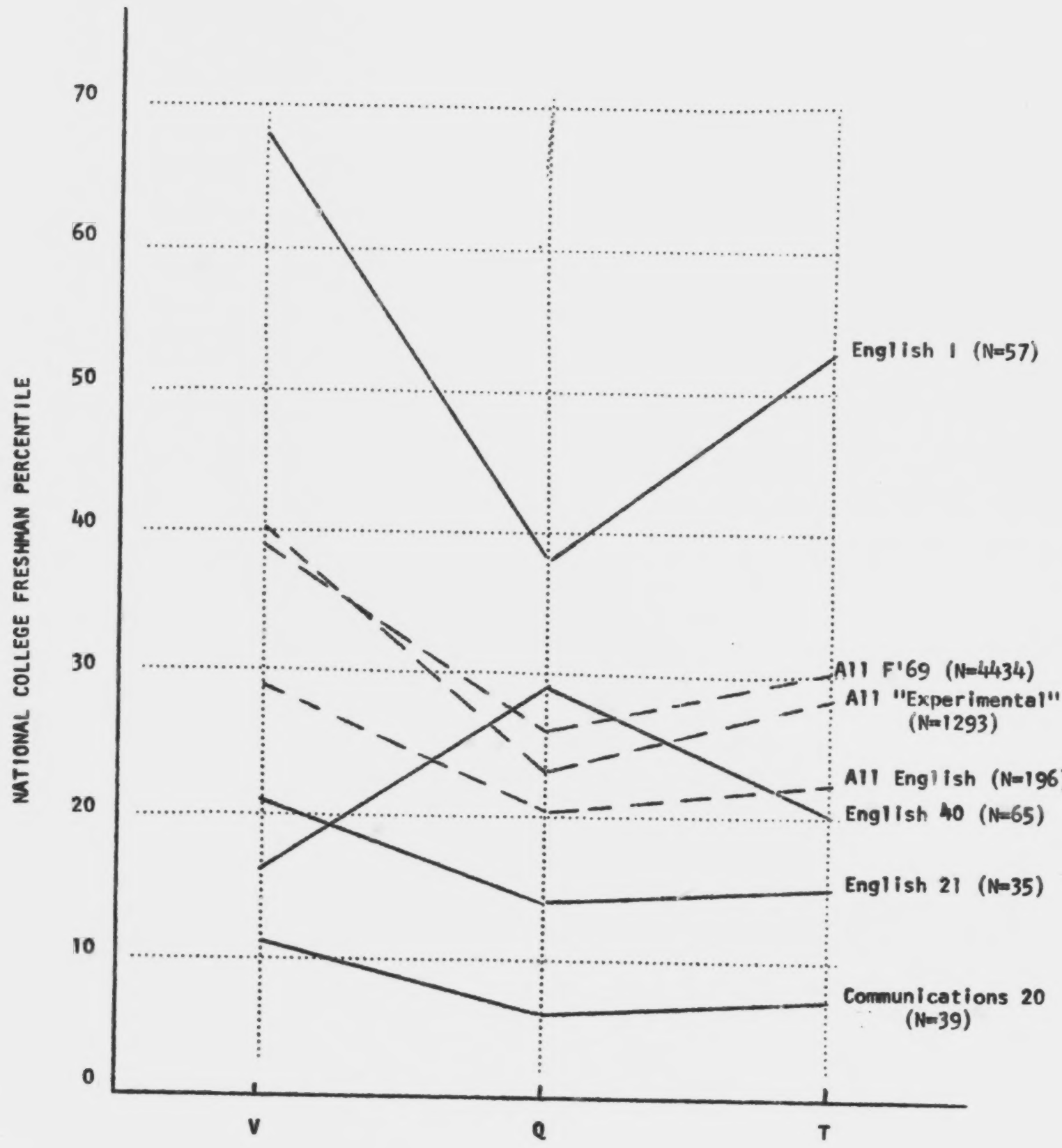

TABLE 7 - Performance Statistics for Students Who Completed Semester

		Essay Group		Vocabulary Group		Reading Group		TOTAL	
		Start	Finish	Start	Finish	Start	Finish	Start	Finish
Mean Raw Score	Number	400	216 (54%)	448	244 (54%)	445	253 (57%)	1293	713 (55%)
	SCAT-V	29.6	30.9	29.8	29.7	29.4	30.0	29.5	30.2
	SCAT-Q	25.4	26.7	24.1	23.9	24.0	25.0	24.5	25.1
	SCAT-T	54.9	57.6	53.9	53.6	53.3	55.0	54.0	55.3
	Spec. Test (S)*	5.29	5.70	29.0	29.1	31.0	31.4	----	----
	GPA	----	2.20	----	2.08	----	2.05	----	----
Standard Deviation	SCAT-V	12.0	11.9	12.5	12.2	12.1	12.2		
	SCAT-Q	11.1	11.1	11.3	11.2	11.5	11.6		
	SCAT-T	20.4	20.1	20.9	20.4	21.0	21.2		
	Spec. Test (S)	2.55	2.52	11.6	11.5	11.7	11.7		
	GPA	----	0.93	----	1.00	----	1.04		
Correlation Coefficient	V-Q	0.55	0.52	0.55	0.51	0.58	0.60		
	V-T	0.89	0.88	0.89	0.88	0.89	0.90		
	Q-T	0.87	0.86	0.87	0.86	0.88	0.89		
	V-S	0.63	0.60	0.88	0.86	0.79	0.80		
	Q-S	0.40	0.38	0.50	0.47	0.65	0.64		
	T-S	0.59	0.57	0.79	0.78	0.81	0.81		
	V - GPA	----	0.31	----	0.31	----	0.32		
	Q - GPA	----	0.32	----	0.29	----	0.38		
	T - GPA	----	0.36	----	0.35	----	0.39		
	S - GPA	----	0.28	----	0.30	----	0.30		

* S refers to Essay, Vocabulary or Reading score as appropriate

TABLE 8 - Comparison of English Enrollments and Grades with "All-College" Figures

		English 1	English 21	English 40	Communications 40	Total
Experimental Group Fall, 1969	Number	57	37	65	39	196
	% of Total	29%	18%	33%	20%	100%
	GPA	2.17	1.91	2.42	2.26	----
All College Fall, 1969	Number	1181	593	348	185	2307
	% of Total	51%	26%	15%	8%	100%
	GPA	2.24	1.57	2.49	2.30	----

DISCUSSION AND CONCLUSIONS

A total of 4,434 students (52% male) were tested for Fall, 1969 entrance to the college. The three specially tested groups numbered 400, 448, 445 students with 55%, 55%, 57% male respectively. Comparison of SCAT scores among the three groups indicate no significant differences. Percents of students attending the predominantly Black high schools were 11%, 9%, 10% for the three "experimental" groups and 10% for all students tested. Percents of foreign students were 9%, 8%, 9%, and 7% respectively. Thus, the "experimental" groups are a fairly good representation of the "typical" Fall, 1969 entering students, although the "experimental" groups have slightly (but not significantly) larger percents of males and foreigners.

In comparing performances of sub-groups on the various tests, the following observations are offered:

(1) Males performed better than females on all tests with the exception of the Reading test, which showed identical mean scores for the two groups. Differences are clearly significant on the SCAT Q for all groups, but only slightly higher on SCAT V, Vocabulary and Essay.

(2) Black students performed at a significantly lower level than the total groups on all measures except the Essay. They scored at about the same level as other students on the Essay.

(3) Foreign students performed at a significantly lower level than the total groups on all measures except the SCAT Quantitative. They scored slightly (but not significantly) better than other students on this measure.

(4) A comparison of Black students and foreign students performance shows them to be about the same level on the SCAT Verbal and on the Reading test. Blacks scored significantly lower on SCAT Quantitative and Vocabulary, significantly higher on the Essay.

Discussion and Conclusions (continued)

(5) Correlations between SCAT-V and Essay, Vocabulary and Reading are, respectively, abour 0.63, 0.88, and 0.79, indications that about 40%, 77%, and 62% of the variance in one variable can be explained by the other. Thus the Vocabulary measures to a large degree the skills measured by SCAT Verbal, the Reading to a lesser degree, and the Essay still lower.

Examination of first semester performance of students taking these "experimental" tests leads to the following observations:

(6) One fourth of the students taking the examination failed to complete registration for the Fall, 1969 semester.* Another 16% registered but completed no work. Of the remaining 60% who registered, only about one fourth took an English course. This indicates that only about one student in six who takes the Guidance examination registers in English his first semester. About one in twenty registers in English 1, one in 30 in English 21, one in twenty in English 40, one in 30 in Communications 20.

(7) SCAT percentile ranking for the groups taking the various English classes follows anticipated patterns for Verbal skills, with ranking of 68, 21, 16, 11 respectively for those completing English 1, English 21, English 40, and Communications 20. Corresponding lower rankings in Quantitative skills appear for English 1, English 21, and Communications 20. English 40 students however, show a significantly better quantitative performance. Reasons for this might include the fact that English 40 was designed largely for the two year technical student, and many of these two-year curricula involve use of quantitative skills.

(8) Another significant item that appears from Figure 1 is that students who enrolled in English performed at a lower level on both Verbal and Quantitative than the total group, possibly reflecting the fact that sections of English 40 and Communications 20 remained open longer than those of English 1 and 21. Those taking English also averaged lower on all three "experimental" tests - Essay, Vocabulary, and Reading.

(9) A comparison of grades earned in the English classes with all-college figures shows that grades earned by "experimental" students were slightly (but not significant) below the all-college average in English 1, English 40, and Communications 20, and significantly below in English 21. Also, only 29% of the "experimental" students enrolled in one of four courses were in English 1, while the corresponding figure for "all-college" was 51%. These figures seem to suggest, in addition to "closed class" enrollment problems for new students, that a student's chances for success in English 21 are better if he waits until after his first semester to take it.

Discussion and Conclusions (continued)

(10) Since the numbers of enrollments in English courses of the 3 sub-groups (Essay, Vocabulary, and Reading) are small (9 to 24), correlation coefficients between grades in English courses and tests have little meaning. One might note, however, that all are positive, ranging from 0.03 to 0.64.

(11) About 55% of those taking the examinations completed work during the Fall, 1969 semester. Comparison of SCAT scores for those completing the semester with the entire group taking the test indicates no significant differences, although mean scores for those completing the semester were slightly higher. No differences were shown between "starters" and "finishes" on the Cooperative Vocabulary=or Reading. Those of the Essay group who completed the semester, however, averaged at a significantly higher Essay score level than the entire group. Correlation coefficients between "experimental" test and semester grade point average are at about 0.3 for all three tests, indicating that positive relationship exists but are small and of little use in predicting first semester grade point average.

RECOMMENDATIONS

Several conclusions from the data obtained in this study merit consideration in terms of the instructional program at L.A.C.C. While optimum answers to the questions below are not clearly evident at the moment, it is suggested that L.A.C.C. staff concerned with these questions give them serious consideration, together with implications for the instructional program:

(1) Why do so few first semester students enroll in English? Should a revision of scheduling be considered?
(2) Why do Black students perform relatively so much better on the Essay than the other verbal measures? Can curriculum and course outlines be adjusted to incorporate this fact and improve instruction for Black students?
(3) Why do first semester students perform poorly in English 21? Should students who intend to transfer and who are not eligible for English 1 be advised to postpone English for a semester?
(4) It appears that students who score low on an Essay test are more likely to drop out before the end of the first semester. Can this be of help in advising students?
(5) This study (and many others) indicates that quantitative skills of L.A.C.C. students, expecially Black students, are at a low level. Is this fact given adequate attention in curriculum and course planning?

A P P E N D I X

APPENDIX A

LOS ANGELES CITY COLLEGE

PROCEDURE FOR SELECTION OF GUIDANCE EXAMINATION AND PLACEMENT OF STUDENTS AT ENTRANCE

1. The examination given to determine placement of students at entrance will hereafter be described as the Guidance Examination.

2. All new day students will be required to take the Guidance Examination. The performance scores on this examination will be utilized for the placement of students in appropriate Developmental Communications, English and/or Speech classes; and to furnish information for counseling and guidance.

3. The performance scores on the Guidance Examination will not be utilized to place a student on probation or provisional status.

4. The Guidance Examination now in use (SCAT) should be replaced after Fall, 1969 by a battery of tests in reading, writing, and vocabulary to be selected or prepared by a member of the English faculty with assistance from the Coordinator of Research and in consultation with other concerned Departments. Also, a test of arithmetic reasoning should be selected to provide additional information for counseling and guidance.

   Selection and procedures for utilization should take into consideration the needs of the student, the college, and logistical problems.

   The test batter should:

   A. Provide measures of reading, writing, and vocabulary, and arithmetic reasoning.

   B. Include material relevant to todays issues.

   C. Require not more than 30-45 minutes to administer each test in the battery.

   D. Be of the power type with generous time allowances.

   E. Provide a range of performance to assist in counseling and diagnosis.

   To determine validity and estimate cut off scores, the proposed test instruments will be administered experimentally, in addition to the SCAT, on the following schedule examination dates.

Saturday	July 19	Reading
Saturday	August 2	Writing
Wednesday	August 20	Vocabulary

Appendix A (continued)

5. After the tests have been validated by correlation studies with performance in the relevant courses, the Guidance Examination will be administered to all new entering students. Each student will be informed by letter of the following:

   A. A description of courses in Developmental Communications, English, or Speech in which placement is based on performance scores.

   B. Some method of estimating his probability of success in each course.

   C. Recommendation for his enrollment.

6. The Developmental Communications, English and Speech Departments will have the privilege during the first week of reassigning English students who apparently are enrolled in the wrong course.

7. The student will be required at registration to show evidence of having taken the Guidance Examination but no restrictions on class enrollment will be enforced.

8. Group counseling sessions should be scheduled for new students approximately an hour before their registration appointments.

9. These new procedures should be operational for the class entering in Fall, 1970. Since spring classes will be small due to the elimination of mid-year graduation in Unified District, the procedures should be used on an experimental basis in Spring, 1970. Suggested experiments may include administering a reading test only on one exam. date, and a writing test only on another, and another for combinations, etc. Possibly, on another exam. date students could be given free choice with course descriptions without recommendation.

Recommended on June 11, 1969 by the Task Force on Criteria for Placement at Entrance.

Mrs. Juana Acosta
Mr. Paul Ferguson
Dr. Ben Gold
Mrs. Madelon Haigh
Mr. Louis F. Hilleary
Mr. Byron M. Holmes
Mr. Robert Kort
Mr. Fred Marer
Mr. Hal Owen
Mrs. Wilma Pinder
Mr. Edwin Young

Approved by College President
June 13, 1969

APPENDIX B

LOS ANGELES CITY COLLEGE GUIDANCE EXAMINATION

Write a 400 to 500 word composition on one of these topics. Your paper will be avaluated for (1) correctness of English fundamenals (grammar, punctuation, spelling, sentence structure); (2) organization; (3) maturity of thought. Write on one side of the paper provided.

1. The Ugliest (Most Beautiful) Feature of Los Angeles
2. The Most Needed Improvement in Education
3. The Most Serious Problem Facing the United States
4. The Most Promising Development in the United States in the Last Five Years
5. The Proper Role of the Federal Government in Welfare
6. The Large Salaries of Sports "Super Stars"
7. The Future of the Space Program
8. The Latest Trends in Music (Art, Drama, Motion Pictures, Television, Radio)
9. The Role of the Family Today
10. Police and Youth